

# Nightingale Vale Playgroup

Inspection report for early years provision

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**Unique reference number** 509634  
**Inspection date** 05/04/2011  
**Inspector** Linda Nicholls

**Setting address** Woolwich Community Centre, 16 Leslie Smith Square,  
LONDON, SE18 4DW  
**Telephone number** 07810 741 106  
**Email**  
**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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## **Description of the setting**

Nightingale Pre-school opened in 1979. Registration is for the Early Years Register. Registration does not include overnight care. The pre-school operates from a large hall on the first floor of the Woolwich Common Community Centre in the London Borough of Greenwich. A maximum of 19 children in the early years age range may attend at any one time. The pre-school is open each weekday from 9.30am to 2.30am, term times only. All children share access to a secure enclosed outdoor play area.

There are currently 20 children aged from two years to under five years on roll. The pre-school receives early education funding for three- and four-year-olds. The pre-school currently supports children with special needs and those who speak English as an additional language.

There are three members of staff, all of whom hold appropriate early years qualifications. The provision is managed by committee and is an affiliated member of the Pre-School Learning Alliance. A development worker from the Pre-School Learning Alliance supports the group.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

A well-developed knowledge of each child's needs leads to the successful promotion overall, of children's welfare and learning. The partnership with parents and other agencies are significant in making sure the needs of all children are met, along with any additional support needs. This means that children progress well, given their age, ability and starting points. Regular self-evaluation and reflective practice identify priorities resulting in continuous improvement.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- simplify the two book areas and introduce children to books that provide information or instructions; encourage children to independently explore dual language books and those reflecting special needs and/or physical disabilities.

## **The effectiveness of leadership and management of the early years provision**

The provision for safeguarding is comprehensive and thorough. Child protection procedures are fully understood so potential delay is avoided. Staffs know what to record and who to report to, should they have any concerns for children in their

care. Training and procedures reflect current Local Safeguarding Child Board practice and the manager has attended designated person training. Children benefit from well-managed resources including ongoing training and appraisal programmes for all members of staff. The layout of the hall provides children with a stimulating environment where well-used toys and play materials support and strongly encourage independence. Day-to-day resources are easily accessible to children although duplication of the book corner and a library stand do not engage children independently. Risk assessments are signed and dated, including those for outside play and occasional outings. Welfare requirements are consistently applied with constant and close supervision by caring staff so children's well-being is fully promoted. An emergency exit procedure is displayed and practiced ensuring all children are aware of what to do should an emergency arise.

Members of the staff team work closely together to ensure all policies and procedures are understood and implemented. Clear aims and priorities for development such as training for a deeper understanding of the support required for two-year-olds and those with special needs and/or physical disabilities are planned. Resourceful staff recognise the importance of reflective practice and focused general planning to aid development. Steps taken since the last inspection are recognised as having a substantial and beneficial impact on all who attend, in particular, the development of a balanced programme of learning; the complete refurbishment of the toilets to meet hygiene standards; the review of settling in procedures to reassure parents and children and the maintenance of a complaints log to meet requirements. Regular team meetings are used to build confidence in new systems of working. Training needs are recognised and professional development encouraged. There is a close partnership with other professionals who provide support and advice for management and staff. Established and active links with other health and social service agencies support children's continuity of care and all round development. A self-evaluation process has been initiated to encourage parents to comment on how well the pre-school meets their needs and expectations. Equality and diversity are well-promoted with resources and celebrations for annual festivals and special events such as the Chinese new year, the Kurdish new year, Easter, Diwali and Christmas. Children learn to respect and value their own culture; as well of those of the children they know and meet daily although there a few items that relate to the needs of non-verbal children or those with physical disabilities. Children benefit from clear assessments of their individual needs by competent, trained staff although this needs to be systematically and securely presented. Specific support and specialist care from local authority professionals is welcomed into the pre-school to support inclusion for all, particularly those with special education needs or physical disabilities.

The partnership with parents and carers is considered and fruitful. Parents take advantage of the open door policy to discuss their specific requirements. They praise the managers and staff for their understanding and caring attitudes when settling their children. Notice boards are in place and education displays effectively inform parents of the early years framework general learning programme. Collective posters and individual records inform parents well of their child's achievements and experience. Parents are invited to contribute their skills to extend children's learning through play and taking home story books. Links are built between grandparents and other child care professionals, so children's well-

being is nurtured and their learning and development smoothly extended.

## **The quality and standards of the early years provision and outcomes for children**

Unique learning records are clearly and simply presented identifying children's steady progress towards the early learning goals. Parents are encouraged to discuss their child's experience away from the pre-school with key persons. Recorded starting points provided by parents act as a foundation for future learning. Assessment of individual progress is carried forward and planning identifies the six areas of learning and the next steps to learning.

Children are animated, happy and express a dynamic enjoyment during their time at the nursery. They show they feel safe by their active capacity for independent learning. Children are purposeful and fully occupied during their play. They use their imaginations as they play with the role play equipment as shop keepers. They are absorbed during craft activities, self challenging to use the scissors and staple to make an Easter basket. They proudly show their work to those nearby know their work is valued because it is displayed. Children practice and consolidate skills as staff sit with them providing discrete support and direction. They use paper, and a variety of tools, such as pencils to make shapes and some attempt to write their own name. They enthusiastically identify numbers and shapes during adult directed activities and know what 'one more' or 'one less' means. They readily engage adults to join them in their play or at snack time responding confidently to questions as to their likes and dislikes. Children join in with familiar nursery rhymes that reinforce number or letter sounds during music and movement sessions. Adults encourage children to describe what they remember, such as characters in the stories they have heard. Children develop knowledge and understanding of the world as they learn to negotiate with others for resources such as the water to mix the flour for modelling dough; they are patient as they take turns to choose the chicks and eggs for their Easter baskets, or sort and compare the teddies. They take part eagerly in activities in the outside play area each day and learn about plant growth and the natural world with visits to the local Forest School and model classroom at another local pre-school. Children problem-solve with puzzles and activity games on the laptop computer as they sit together.

Children understand how to keep themselves safe and demonstrate a strong sense of self-reliance. They build secure relationships with adults and children they know well. They access tissues and know to dispose of these in a bin to prevent the spread of possible infection. Children support and care for each other, they sit sociably together and chat to each other at snack time. The pre-school offers then a choice of fruit pieces as well as biscuits and cheese with drinks of milk and water. Children are extremely well-behaved as they make a positive contribution to the running of the provision. They know their routines and help to tidy away equipment and play co-operatively throughout their stay.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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